DOCUMENT RESUME

ED 112 284 95 CG 010 057

AUTHOR Kameen, Marilyn C.; Brown, Jeannette A.
TITLE The Relationship of Teacher Affective Behavior to Pupil Affective Behavior.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 26 Mar 75
NOTE 17p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS *Affective Behavior; *Behavior Change; Counselor Role; Elementary Education; *Guidance Services; Peer Acceptance; Research Projects; Self Concept; *Student Teacher Relationship; *Teacher Behavior

ABSTRACT

The study investigated the relationship of teacher affective behavior changes to pupil affective behavior changes in the presence of elementary school guidance services for both populations. Specifically, the study asked: Is teacher change in Intimacy and Esprit related to pupil change in Self Perception and Peer Acceptance? Activities were designed to: (1) provide children with counseling opportunities, individual and group; and (2) provide teachers with consulting activities which included classroom video-taping, private and group focused video-tape feedback sessions, and discussions of classroom management techniques. Analyses of covariance yielded significantly higher Self Perceptions scores among pupils whose teachers' Esprit and Intimacy scores evidenced the greatest change, and Peer Acceptance scores among pupils whose teachers made the greatest gains in Esprit. Additionally, correlated t-tests indicated no significant gains in either Esprit or Intimacy for teachers. On the other hand, significant gains were observed for pupil Peer Acceptance scores. It should be noted that significant decreases were observed for all but one factor of the Self Perceptions Index. It was concluded that positive changes in teacher affective behaviors were associated with positive changes in pupil affective behaviors. Further, the findings suggested that comprehensive guidance services have the potential for influencing such behavior changes. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112284

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE RELATIONSHIP OF TEACHER AFFECTIVE BEHAVIOR TO PUPIL AFFECTIVE BEHAVIOR

by

Marilyn C. Kameen
College of Education
University of South Carolina

Jeannette A. brown
School of Education
University of Virginia

1975 APGA Convention
New York City
Division: Research
March 26, 1975

New York Hilton
Lorenz Hart Room
2:15 - 3:30 P.M.

THE RELATIONSHIP OF TEACHER AFFECTIVE BEHAVIOR TO PUPIL AFFECTIVE BEHAVIOR

Marilyn C. Kemeen
Assistant Professor of Education
University of South Carolina

Jeannette A. Brown
Associate Professor of Education
University of Virginia

A steady decline has been noted in the degree of confidence Americans have in their schools. Within recent years the public's satisfaction with the education of its children has dropped nearly 40% (Harris, 1972). This loss of confidence is evidenced in the number of school budgets voted down as well as in an increase in the number of citizen protest groups. The American public is more vocal than ever before in its demands for an accounting of the school dollar spent with the result that the school is increasingly required to demonstrate that the costs of education are equivalent to the products of education.

The public also does not seem convinced that guidance and counseling services are a viable solution to many of the problems in education. This attitude is reflected in administrative decisions to reduce guidance and counseling services when money gets tight. Seen in this light, school counselors are increasingly being challanged to demonstrate their relevance to the educational process.

The elementary school counselor is responsible for implementing a developmental guidance program which personalizes and humanizes the educational process for all children (Dinkmeyer & Caldwell, 1970). The issue, therefore, becomes how the elementary school counselor can most effectively make an impact on the total educational environment of children. This challange seems to be one which cannot be met by restricting activities to counseling alone. In responding to the challange of helping to create more effective learning climates for all children, the elementary school counselor necessarily considers the total educational environment as the client.

By providing not only direct services for children but also indirect services through consultations with their "relevant others", elementary school counselors can make their most important contribution. More specifically, it is only by providing counseling, consulting, and coordinating services for multiple populations that the elementary school counselor can hope to respond to the challanges of the accountability era.

Elementary school counselors serve as consultants to a variety of populations including parents, administrators, other school specialists, and children themselves. Nevertheless, the prime focus of the counselor's consulting activities in the school is the classroom teacher. It was this activity, consulting with teachers, with which the present investigation was primarily concerned.

Counselors serve as consultants to teachers either in individual conferences or in discussion groups. Since teachers in self-contained classrooms are often denied feedback concerning their teaching effectiveness, discussion group opportunities are a viable means for teachers to exchange ideas concerning what has been successful and what has not (Dinkmeyer & Carlson, 1973; Wayland, 1964).

Opportunities for teachers to obtain feedback concerning their own teaching effectiveness while at the same time observing the techniques utilized by their colleagues are believed to facilitate certain affective behavior changes in their classroom interactions (Dinkmeyer & Carlson, 1973; Eckerson & Smith, 1962; Pierce-Jones, Iscoe & Cunningham, 1968; Shaw & Rector, 1968). These affective behavior changes are, in turn, believed to influence the affective behaviors of the children they teach (Faust, 1968; Henry, 1957; MacDougall & Brown, 1973). The present study specifically proposed to investigate the efficacy of these two propositions.

Statement of Problem

The purpose of the study was to examine the relationship of certain teacher affective behavior changes to certain pupil affective behavior changes in the presence of guidance services which provided counseling, consulting and coordinating activities for both populations. Specifically, the study asked: Are teacher

changes in esprit and intimacy related to pupil changes in self-perceptions and peer acceptance?

The study proposed that:

1. Given opportunities to examine and discuss video-tape classroom interactions of themselves and their colleagues, teachers' esprit and intimacy will change significantly in a positive direction.
2. Given opportunities to experience a program of guidance services, pupils' self-perceptions and peer-acceptance will increase significantly in a positive direction.
3. In the presence of these opportunities, a significant relationship between teacher changes and pupil changes will be observed.

Procedures

The study was conducted in a rural elementary school setting in northwestern Virginia.* The pupil population numbered 714 in grades K-7. It was of predominantly white, skilled and unskilled parentage having a socio-economic status of low-middle to low. The teaching faculty was all white and included 5 males and 14 females whose number of years teaching experience ranged from 1 to 32.

The program of guidance activities was conducted by a certified elementary school counselor five days per week during the 1973-1974 school year and was designed to: (1) provide children with counseling opportunities, individual and group; (2) provide teachers and others with consulting activities, individual and group and; (3) coordinate the variety of activities and populations with one another. The specific program of activities for the pupil and teacher populations is described below.

* This study was part of a Nationally Validated Title III Project which received the President's National Advisory Council "Pacesetter Award", July, 1974 and the National Association of State Advisory Council Chairmen, "Excellence in Education Citation", December, 1974.

The Program

Pupils. The pupils in grades 1-7 were provided services which included individual and group counseling sessions as well as classroom group guidance activities. The topics explored in these sessions were social skill topics such as how to make friends, fighting, and group cooperation, study skills, and values concerned with such topics as sharing, responsibility, and honesty. In addition, sessions on career awareness, and other topics requested by teachers or children for specific needs were also included.

Teachers. Individual consultation services were provided by the counselor for teachers five days per week while teacher group consultations were scheduled twice a month. Classroom video-taping activities were also undertaken with each teacher three times during the school year; October, January, and March. After the taping sessions, the video-tapes were reviewed, critiqued, and edited by the counselor and members of the project team. A written critique was also provided each teacher during a private viewing session. At this time, only effective classroom management techniques utilized by the teacher in the tape were identified. After the discussion of the teacher's critique, his/her permission to share edited portions of the tape with his/her colleague group during the scheduled teacher group consultations was obtained. These tape segments then provided the framework within which to examine effective classroom interactions during the monthly teacher group consultations.

The Data Collection

Pupils. In order to measure the impact of the program of guidance activities on pupils' self-perceptions and peer-acceptance, the MacB Personal Competence Inventory* (MacDougall & Brown, 1971) was administered to the pupils

*The inventory is included in the ETS Headstart Test Collection. It has been utilized with black, white, low, middle and upper-middle SES, males, females, grades 3-7, rural, suburban, and inner city populations.

in grades 3-7 at the onset (September 1973) and at the conclusion (April 1974) of the program activities.

The inventory, designed for grades 3-7, consists of two indices of affective behavior:

1. Peer Acceptance Index - This instrument was designed to obtain a measure of the degree of acceptance or rejection of a pupil by his classmates. Each pupil was rated on a five-point scale by each of his classmates; a pupil's individual score was a composite of his classmates' ratings. The degree of socialization or likeability among pupils was evidenced by a classroom or group average.
2. Self Perceptions Index - This instrument was based in part on the rationale presented in the Virginia Educational Needs Assessment (1970). In addition to the psychologically based items, sociological and cultural measures of classroom climate were included (Rist, 1970). Test retest reliabilities have ranged from .60 to .84 (School-Community Cooperative Guidance Program, 1972). The validity of the index was ascertained by a factor analysis of the items which identified three factors: (1) Self to Others; (2) Self to Culture; and (3) Self to Self. Thus, each child's total score is a composite of the three factor subscores.

Pre and post test administrations of this instrument were utilized to ascertain pupil affective behavior changes.

Teachers. In an effort to measure the impact of the consulting activities on teacher esprit and intimacy, the Organizational Climate Description Questionnaire (Halpin & Croft, 1963) was administered to the teacher population at the onset (October 1973) and at the conclusion (April 1974) of the program activities. This instrument was designed to ascertain and describe the organizational climate

of a school through the responses of its faculty members.

The questionnaire consists of 64 items indicative of situations involving the interpersonal behavior of teachers and principals. Using a four point scale, the respondent is asked to decide, in each instance, how typical the behavior is of his principal, fellow teacher, or his school. There are eight subtests of the OCDQ, four of which describe selected aspects of the teacher's behavior, as perceived by the teacher, and four of which deal with the principal's behavior, also as perceived by the teachers.

For the purposes of this study, two of the four subtests representing teacher behavior were utilized. The subtest Esprit refers to the degree to which teachers feel their social needs are being satisfied and also the degree to which they are enjoying a sense of accomplishment in their jobs. The subtest Intimacy provides a measure of teachers' social needs satisfaction (Halpin, 1971).

These were the instruments employed to measure the relative influence of the program of activities on teachers and pupils.

Analysis and Findings

The intent of the study was (1) to observe changes in the Esprit and Intimacy Subtest scores of those teachers who received consulting services, (2) to observe changes in the Self Perceptions and Peer Acceptance Index scores of those pupils who received guidance and counseling services, and (3) to observe the relationship between teacher changes and pupil changes in the presence of these opportunities.

A correlated t test was used to determine any mean changes in the teacher affective behaviors following the program of activities. Observation of Table I indicates that no significant mean gains were found in either Esprit or Intimacy for teachers.

A correlated t test was also used to determine any mean changes in the pupil affective measures following the program of activities. The results of the tests of significance are presented in Table II. It can be observed from Table II that

TABLE I

Pre And Post Mean Comparisons of

Teacher Esprit And Intimacy

Esprit Subtest

	Pre Test	Post Test	t	2 tail probability
$\bar{X}$	30.11	28.78	1.15	.268
SD	4.04			
N	18	18		

Intimacy Subtest

	Pre Test	Post Test	t	2 tail probability
$\bar{X}$	16.22	16.39	.18	.857
SD	3.72	3.66		
N	18	18		

TABLE II

Pre And Post Mean Comparisons Of

Pupil Self Perceptions and Peer Acceptance

Total Group - Grades 3-7

	N	Pre	Post	t ratio
Self Perceptions	267	123.90	118.93	-3.36*
Factor I	267	34.13	33.16	-3.05**
Factor II	267	43.70	40.88	-5.92*
Factor III	267	45.14	44.88	- .56
Peer Acceptance	294	3.34	3.46	4.05*

* significant beyond .001 level, two tail test

** significant beyond .01 level, two tail test

the pupils made significant gains in Peer Acceptance. In addition, significant losses were observed for all but one factor (Factor III: Self to Self) of the Self Perceptions Index.

In an effort to investigate the relationship between teacher affective behavior changes and pupil affective behavior changes change scores were first determined on the subtests, Esprit and Intimacy for the 3-7th grade teachers*. A median change score was then computed. Those teachers whose change scores were above the median change score were placed in one group while those whose change scores were below the median change score were placed in another group.

An analysis of covariance procedure was then utilized to compare the Self Perceptions Index scores of those pupils whose teachers' change scores were above the median change score on the Esprit Subtest of the Organizational Climate Description Questionnaire to the Self Perceptions Index scores of those pupils whose teachers' change scores were below the median change score on the Esprit Subtest. The same procedure was utilized to compare: teacher change scores on the Intimacy Subtest with pupils' Self Perceptions and Peer Acceptance scores and teacher change scores on the Esprit Subtest with pupils' Peer Acceptance scores.

Utilization of the analysis of covariance procedure allowed the comparison of the "post" Self Perceptions and Peer Acceptance Index scores of these two groups of pupils, covarying the "pre" score. Therefore, the "post" scores could be adjusted to account for individual differences in the pupils "pre" scores. The results of this analysis are shown in Table III.

Observation of Table III indicates that the analysis of covariance of the pupils' post test scores yielded significantly higher; (1) Self Perceptions scores (Factor III: Self to Self) and Peer Acceptance scores among pupils whose teachers made the greatest gains in Esprit, and (2) Self Perceptions scores (Factor I: Self to Others) among pupils whose teachers made the greatest gains in Intimacy.

*This analysis was restricted to 3-7th grade teachers since data were available on the 3-7th grade pupils only.

TABLE III

Adjusted Post Self Perceptions and Peer Acceptance Means of Pupils Whose Teachers Change Scores Are Above And Below Median Change On Esprit And Intimacy

	Changes In Teacher Esprit			
	Below Median	Above Median	F	df
Pupils' Adjusted $\bar{X}$				
Self Perceptions			NS	
Factor I			NS	
Factor II			NS	
Factor III	44.006	46,456	6.03**	1,152
Peer Acceptance	3.357	3.634	12.38*	1,152

	Changes In Teacher Intimacy			
	Below Median	Above Median	F	df
Children's Adjusted $\bar{X}$				
Self Perceptions			NS	
Factor I	32.54	33.63	3.55***	1,246
Factor II			NS	
Factor III			NS	
Peer Acceptance	3.427	3.5222	2.20	1,246

* significant beyond .01 level, two tail test
** significant beyond .05 level, two tail test
*** significant beyond .10 level, two tail test

Discussion and Implications

The present study questioned the efficacy of indirect guidance services for children. Was it, as argued by Faust (1968), possible to touch 25 children by simply touching one teacher? The findings suggest that it was. Those teachers who made the greatest gains in affective measures, specifically, esprit and intimacy, were the teachers of those children who made the greatest gains in affective measures, specifically, self perceptions and peer acceptance. It should also be noted that these observations were made despite the finding that the teachers, as a group, made no significant gains in either esprit or intimacy.

An investigation of the age and teaching experience of these teachers yielded no significant pattern. It can therefore be assumed that the teacher affective behavior changes influenced the pupil affective behavior changes rather than the variables, age and teaching experience, influencing both the teacher and pupil changes.

The findings of the study would also seem to endorse the consulting role of the elementary school counselor as an additional means of influencing the affective behaviors of pupils. More specifically, it was in the presence of systematic group consultation opportunities for teachers that changes in pupil affective behaviors were observed.

In addition, the findings suggest that affective behavior changes in pupils can also be expected from direct techniques. The program of guidance services was observed to increase positively the Peer Acceptance scores of the pupils. On the other hand, increased peer acceptance was found to be accompanied by decreased self perceptions. Nevertheless, these findings were in agreement with several previous investigations (Brown and MacDougall, 1971; 1972; 1973).

These previous investigations reasoned that greater self insight and/or increased insights into the behavior of others tends to influence a downward trend in the self perceptions report. For example, it was proposed that the more one learns about others, the less anxious one becomes to claim positive attributes for oneself. Perhaps this reflects a more comfortable and less defensive stature regarding self-in-relation-to environment.

Therefore, learning to understand and accept others may also help children to understand and accept themselves. On the other hand, the former may require less time than the latter which may explain the consistent findings of increased peer acceptance accompanied by decreased self perceptions (Brown & MacDougall, 1971; 1972; 1973). Support for this proposition was the finding that while there were repeated decreases in pupil self perceptions from pre to post testing during any single project year, a steady increase in self perceptions was reported over a three year period (Brown & Ball, 1974).

Regarding direct vs. indirect guidance services for pupils, the findings therefore seem to have generated the following propositions.

1. If pupils are provided direct guidance services, then changes in their self perceptions and peer acceptance will be observed.
2. If pupils are provided direct guidance services in the presence of systematic group consultation opportunities for their teachers, then those pupils who change the most in self perceptions and peer acceptance will be taught by those teachers who change the most in esprit and intimacy.

The data, therefore, seem to imply that changes in pupil affective behavior may be accomplished in the traditional fashion by direct intervention with the

pupil or indirectly through consultation with his teachers.

In summary, counselors who are concerned to change the affective behaviors of pupils should design activities which include not only the pupils but also their "relevant others". Further, elementary school counselors who provide counseling, consulting and coordinating services for multiple populations can help to presonalize and humanize the educational process for all pupils. Finally, it is suggested that these interpretations of the elementary school counselor's role can provide appropriate responses to the challanges of the accountability movement.

REFERENCES

Brown, J. A. & Ball, D. W. Augusta County School Community Cooperative Guidance Program. A study conducted by the Augusta County School Division and Jeannette A. Brown and Donald W. Ball, University of Virginia under provisions of Title III, 1973-1974.

Brown, J. A. & MacDougall, M. A. Augusta County School Community Cooperative Guidance Program. A study conducted by the Augusta County School Division and Jeannette A. Brown and Mary Ann MacDoughall, University of Virginia under provisions of Title III, 1971-1973.

Dinkmeyer, D. & Caldwell, E. Developmental counseling and guidance: A comprehensive school approach. New York: McGraw-Hill, 1970.

Dinkmeyer, D. & Carlson, J. Consulting: Facilitating human potential and change processes. Ohio: Charles E. Merrill Publishing Co., 1973.

Eckerson, L. & Smith, H. Guidance in the elementary school. School Life, May 1962, 44.

Faust, V. The counselor-consultant in the elementary school. Boston: Houghton Mifflin Co., 1968.

Halpin, A. Theory and research in administration. New York: Macmillan, 1966.

Halpin, A. & Croft, D. B. The organizational climate of schools. Chicago: Midwest Administration Center, University of Chicago, 1963.

Harris, L. Harris survey yearbook of public opinion, 1970: A compendium of current American attitudes. New York: Louis Harris & Associates, 1971.

Henry, J. Attitude organization in elementary school classrooms. The American Journal of Orthopsychiatry, January 1957, XXVII, 117-133.

Kounin, J. S. Discipline and group management in classrooms. New York: Holt, Rinehart & Winston, 1970.

MacDougall, M. A. & Brown, J. A. MacB Personal Competence Inventory. Head Start Test Collection. ETS, Office of Child Development, HEW, 1971.

MacDougall, M. A. & Brown, J. A. The impact of social skill training on the affective perceptions of elementary school children. Research in Education, July 1973, 8, 7.

Pierce - Jones, J., Iscoe, I. & Cunningham, G. Child behavior consultation in elementary schools: A demonstration and research program. Austin: IRCOPPS Personnel Services Research Center, University of Texas, 1968.

Rist, R. C. Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education. Harvard Educational Review, August 1970, 40, 3.

Shaw, M. C. & Rector, W. H. Modification of the school environment through intervention with significant adults. Western Regional Center of the Inter-professional Research Commission on Pupil Personnel Service, Monograph No. 7, Chico, Calif.: Chico State College, 1968.

Virginia Educational Needs Assessment Study. A study conducted by the Bureau of Educational Research, University of Virginia and the Virginia State Department of Education under provisions of Title III, Public Law 89-110, 1970.

Wayland, S. R. Structural features of American education as basic factors in innovation. In Matthew B. Miles (Ed.), Innovation in education. New York: Bureau of Publications, Teachers College, Columbia University, 1964.